

MICHIGAN
(FAMILY AND CONSUMER SCIENCE)
LIFE MANAGEMENT EDUCATION
CONTENT STANDARDS AND BENCHMARKS

MICHIGAN DEPARTMENT OF EDUCATION
SBE APPROVED JULY 1, 1998
As revised, 2003

Family and Consumer Science Education

VISION

Family and Consumer Science (Life Management Education) prepares students to evaluate, coordinate, and function in multiple adult roles of day-to-day living and working throughout the life cycle. Students develop an individual sense of well being to become contributing members of society as a family member, worker, nurturer, consumer, citizen, and life-long learner. Family and Consumer Science Education promotes the growth of the individual in a holistic manner--including physical, social, emotional, and intellectual development. This is best achieved through an instructional program with values consistent with those of the local community. Instruction in Family and Consumer Science not only helps learners with their present development tasks, but also will be incorporated into their life goals and role responsibilities. Development of these values and skills will create a responsible individual who is a contributing participant in society.

The ultimate objective of Family and Consumer Science Education is to help students learn and incorporate the necessary skills to have productive, complete, and knowledgeable lives.

A prepared student:

- Fulfills family and work roles and relationships;
- Explores, develops and demonstrates workplace skills;
- Demonstrates care giving and nurturing throughout the family life cycle;
- Assesses individual growth and healthy choices;
- Exhibits responsible consumer behavior and determines its effect on the family;
- Assesses effects of social and technological changes on the family; and
- Participates in and understands the interrelatedness of family, social and civic activities and his/her responsibility as a citizen.

**CONTENT
STANDARDS**

All students will:

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|---------------------------------------|---|
| <i>Balance of Work
and Family</i> | 1. Demonstrate skills necessary to function in family roles and relationships that are transferable to roles and responsibilities within the workplace and community; |
| <i>Nurturing</i> | 2. Demonstrate characteristics of nurturing, |
| <i>Human
Development</i> | 3. Analyze factors that influence human development, |
| <i>Decision-making</i> | 4. Demonstrate responsible personal and family decision-making, |
| <i>Responsibility</i> | 5. Practice family, social and civic responsibility, |
| <i>Wellness</i> | 6. Develop a plan for individual and family wellness, |
| <i>Demographic
Change</i> | 7. Examine demographic changes and their impact on society and the family, |
| <i>Consumerism</i> | 8. Practice responsible consumer and producer behavior, rights, and responsibilities, |
| <i>Impact of
Technology</i> | 9. Assess the effects of technology on the family; and |
| <i>Using Community
Resources</i> | 10. Demonstrate the use of community resources to solve individual and family issues. |

FAMILY AND CONSUMER SCIENCES EDUCATION (LIFE MANAGEMENT)

CONTENT STANDARDS AND BENCHMARKS

Content Standard 1: All students will demonstrate skills necessary to function in family roles and relationships that are transferable to roles and responsibilities within the workplace and community.		
Elementary	Middle School	High School
E1.1 Recognize the contributions of the family to the individual, community, and society.	M1.1 Explore the relationship between family and community rights and responsibilities.	H1.1 Evaluate factors that can affect the successful balance between work and family.
E1.2 Identify roles individuals fill in the home, community, and workplace.	M1.2 Explore career and family role conflicts and balancing multiple role responsibilities.	H1.2 Evaluate interrelationship of career, community, social, and family roles.
E1.3 Explore relationships and types of communication within the family.	M1.3 Demonstrate positive communication skills within the family.	H1.3 Analyze positive patterns of communication used in interpersonal relationships.
E1.4 Explore individual, career, and family goals.	M1.4 Identify relationships between individual, career, and family goals.	H1.4 Identify and practice strategies for achieving individual, family and career goals.
E1.5 Practice daily resource management skills.	M1.5 Identify individual priorities and responsibilities.	H1.5 Demonstrate skills necessary to be effective in various life roles.
E1.6 Explore management skills used in work, home, and community settings.	M1.6 Analyze changing life roles and how they affect management skills.	H1.6 Practice management skills used in work, home and community settings.
E1.7 Explore how the workplace influences the family.	M1-7 Explore the relationship between family, work, and community roles.	H1.7 Examine skills related to balancing work and family responsibilities.

Content Standard 1: All students will demonstrate skills necessary to function in family roles and relationships that are transferable to roles and responsibilities within the workplace and community.		
Elementary	Middle School	High School
E1.8 Recognize the need for reading, writing, speaking, listening, and mathematical skills in careers, including the ability to identify and communicate information using symbols, pictures, charts, and graphs.	M1.8 Apply reading, writing, speaking, listening, decoding, classification, and mathematical skills in career contexts.	H1.8 Apply basic communication skills (reading, writing, speaking, and listening), scientific and social studies concepts, mathematical processes, and technology in work-related situations, including the use of symbols, pictures, schematics, charts, and graphs.

Content Standard 2: All students will demonstrate characteristics of nurturing.		
Elementary	Middle School	High School
E2.1 Describe characteristics of individuals and families.	M2.1 Identify the ages/stages of human development and the effects upon the family life cycle.	H2.1 Describe and analyze the needs and responsibilities of each member of the family throughout the family life cycle.
E2.2 Describe the important functions of the family.	M2.2 Identify factors that indicate readiness for parenthood responsibility (e.g., economic, health, emotional maturity, relationship responsibilities and career goals).	H2.2 Research support systems that assist individuals and families in their roles as caregivers, and parents.
E2.3 Explore the concept of nurturing and empathy.	M2.3 Identify skills necessary for nurturing self and others.	H2.3 Demonstrate skills necessary for the physical, social, and emotional care and nurturing of self and family members.
E2.4 Identify ways to communicate caring and consideration.	M2.4 Explain the relationship of a nurturing environment to individual/family growth and development.	H2.4 Identify and create the characteristics of a nurturing environment.
E2.5 Identify individual needs of others.	M2.5 Explore the roles and responsibilities of caregivers, parents and others in nurturing roles to meet the individual needs of others.	H2.5 Predict how multicultural lifestyles and beliefs influence nurturing practices and needs.

Content Standard 3: All students will analyze factors that influence human development.		
Elementary	Middle School	High School
E3.1 Develop and demonstrate self-awareness.	M3.1 Examine factors that influence personal development.	H3.1 Identify and implement ways to improve self-esteem.
E3.2 Identify and practice rules of acceptable behavior.	M3.2 Differentiate between healthy behavior and high-risk behavior.	H3.2 Analyze the impact of healthy behavior on life goals.
E3.3 Determine individual interests and abilities.	M3.3 Examine individual aptitudes, interests, and abilities.	H3.3 Relate personal needs to theories of human development.
E3.4 Identify types of personal growth.	M3.4 Chart social, intellectual, emotional and physical growth.	H3.4 Research necessary conditions for optimal growth and development.
E3.5 Explore physical, emotional, intellectual, character, and social development.	M3.5 Analyze relationships with peers and adults.	H3.5 Demonstrate responsible attitudes and actions when caring for self and relating to others.
E3.6 Develop realistic self-expectations.	M3.6 Identify factors influencing growth and development.	H3.6 Create plans to manage problems and crises.
E3.7 Accept differences in self and others.	M3.7 Identify expectations for self and others.	H3.7 Analyze positive expectations for self and others.

Content Standard 4: All students will demonstrate responsible individual and family decision-making.		
Elementary	Middle School	High School
E4.1 Define decision-making.	M4.1 Develop a comprehensive plan for making individual and family decisions.	H4.1 Identify internal and external factors that enhance or impede the implementation of an individual plan of action.
E4.2 Identify wants and needs.	E4.2 Clarify individual and family wants and needs.	H4.2 Create and implement an individual plan of action based upon wants and needs.
E4.3 Identify and practice decision-making skills.	M4.3 Practice positive decision-making skills.	H4.3 Assess choices and consequences in individual decision-making.
E4.4 Explore biases in relationships.	M4.4 Identify biases	H4.4 Develop strategies to overcome biases.
E4.5 Describe how decisions involve responsibilities for self and others.	M4.5 Examine how decisions can be used to meet goals.	H4.5 Identify relationships between present and future decision-making.
E4.6 Function successfully in a setting where rules, regulations and procedures exist.	M4.6 Implement an individual plan of action based on rules, regulations and procedures.	H4.6 Evaluate the impact of decisions on individuals, families and communities.
E4.8 Apply the decision-making process as it relates to individual and family.	M4.8 Analyze how biases, stereotypes, and prejudices can limit responsible decision-making.	H4.8 Practice responsible personal, family, work, and community decision-making.

Content Standard 5: All students will practice family, social, and civic responsibility.		
Elementary	Middle School	High School
E5.1 Identify opportunities for individual contributions to the family, school and community.	M5.1 Identify examples of social and civic responsibility.	H5.1 Practice social and civic responsibility.
E5.2 Be aware of and accept social and cultural contributions of others.	M5.2 Differentiate between respectful and disrespectful behaviors toward other individuals or groups.	H5.2 Describe positive ways to demonstrate a tolerance for individual, social and cultural diversity.
E5.3 Identify responsibilities of individuals and families within their homes and communities.	M5.3 Identify legal responsibilities and rights of individuals and families.	H5.3 Demonstrate an understanding of the legal rights and responsibilities of individuals and families.
E5.4 Identify and model social and civic responsibilities.	M5.4 Identify opportunities for families to assume social and civic responsibilities.	H5.4 Analyze the relationship between individuals, family, and community rights and responsibilities.

Content Standard 6: All students will develop a plan for individual and family wellness.		
Elementary	Middle School	High School
E6.1 Identify safety issues and appropriate responses related to home and emergency situations.	M6.1 Demonstrate responsibility for individual safety and the safety of others.	H6.1 Demonstrate providing safe and healthy environments.
E6.2 Identify emergency situations.	M6.2 Demonstrate appropriate behavior for emergency situations.	H6.2 Assist individuals and families to design and implement a plan for health and safety.
E6.3 Identify ways in which individual behaviors influence community health	M6.3 Identify individual responsibilities for good social, emotional and physical health.	H6.3 Practice individual responsibilities for social, emotional and physical health .
E6.4 Identify safe and healthy environments.	M6.4 Share the responsibility of maintaining a safe and healthy living environment.	H6.4 Identify risks and propose criteria for maintaining a safe and healthy environment.
E6.5 Identify and practice using recommended dietary guidelines.	M6.5 Assess the effect of food choices on individual wellness using recommended dietary guidelines.	H6.5 Determine personal daily dietary needs at various stages of the life cycle based upon recommended dietary guidelines.
E6.6 Choose nutritious foods.	M6.6 Demonstrate the ability to make nutritious food choices in various situations.	H6.6 Analyze diets for nutritional content.
E6.7 Explore information on food labels.	M6.7 Make healthy food choices by comparing food label information.	H6.7 Evaluate healthy food choices by comparing food label information.
E6.8 Identify ways to maintain individual safety.	M6.8 Recognize the physical, emotional and social effects of family violence.	H6.8 Practice alternatives for handling family conflict.
E6.9 Identify ways to promote individual well being.	M6.9 Identify community resources to protect self and others.	H6.9 Investigate how conflict creates stress for individuals, families and communities.

Content Standard 6: All students will develop a plan for individual and family wellness.		
Elementary	Middle School	High School
E6.10 Identify communicable diseases.	M6.10 Identify transmission modes and preventive methods related to communicable diseases.	H6.10 Propose a plan to implement community resources to address and control communicable diseases.

Content Standard 7: All students will examine demographic changes and their impact on society and the family.		
Elementary	Middle School	High School
E7.1 Identify trends that influence individual and family needs.	M7.1 Describe current demographic trends and their consequences upon the individual and family needs.	H7.1 Identify impact of demographic trends on individual and family environments.
E7.2 Identify family structures.	M7.2 Examine how societal changes impact the family unit.	H7.2 Identify ways in which individuals and families respond to, adapt to and initiate change.
E7.3 Discuss changes that might occur in the family.	M7.3 Examine changes within the family from a historical perspective.	H7.3 Recognize individual and family responsibilities to manage and adapt to change.

Content Standard 8: All students will practice responsible consumer and producer behavior, rights, and responsibilities.		
Elementary	Middle School	High School
E8.1 Distinguish between consumer and producer.	M8.1 Describe the relationship between a responsible producer and consumer.	H8.1 Demonstrate the ability to use financial resources responsibly to meet individual and family needs.
E8.2 Differentiate between wants and needs.	M8.2 Examine factors that influence wants and needs.	H8.2 Analyze how individual priorities and goals affect wants and needs.
E8.3 Define priorities and goals	E8.3 Examine how individual priorities and goals affect consumer decisions.	E8.3 Apply skills relating to consumer rights and responsibilities to meet individual and family needs.
E8.4 Identify effective conservation practices.	M8.4 Demonstrate ways to conserve individual and community resources.	H8.4 Develop a plan for practicing conservation, recycling, maintenance, and environmental improvement.

Content Standard 9: All students will assess the effects of technology on the family.		
Elementary	Middle School	High School
E9.1 Identify uses of technology in home, school and community.	M9.1 Describe the use of technology to solve problems in home school and community.	H9.1 Demonstrate the use of technologies to improve individual, family, work, and community life.
E9.2 Explore how things were done prior to the invention of new technology.	M9.2 Analyze the impact of technology on the individual.	H9.2 Identify positive and negative impacts of technology on individuals and their families.
E9.3 Explore the cost of new technology.	M9.3 Evaluate the costs of new technology and its impact on family communication.	H9.3 Predict the impact of technological changes on family, work, school, and community roles.
E9.4 Retrieve and communicate information using a technological system.	M9.4 Retrieve, communicate and analyze information using a technological system.	H9.4 Retrieve, communicate, organize, evaluate and manipulate information using technological systems.
E9.5 Identify several technological options to solve a problem.	M9.5 Analyze problems and identify technologies and systems that would provide solutions.	H9.5 Evaluate decisions related to critical thinking, creative expression and decision-making skills using technology.

Content Standard 10: All students will demonstrate the use of community resources to solve individual and family issues.		
Elementary	Middle School	High School
E10.1 Identify a variety of people and resources in the community to help solve problems.	M10.1 Identify available community resources.	H10.1 Assist others in identifying community resources.
E10.2 Describe ways to use community resources.	M10.2 Explain how use of community resources change over the life cycle	H10.2 Aid community resources through volunteer service using leadership skills.
E10.3 Identify community resources that aid families.	M10.3 Demonstrate responsible use of community resources.	H10.3 Evaluate appropriate use of community resources.
E10.4 Interact with community resource representatives.	M10.4 Develop a plan to support community resources for individuals and families.	H10.4 Use personal and community resources in individual and family problem solving.
E10.5 Develop an awareness of various careers.	M10.5 Explore career pathways and how technology relates to various careers.	H10.5 Use a variety of resources to explore career pathways and identify areas of interest.